

INSPECTION REPORT

HARNHAM INFANT SCHOOL

Salisbury

LEA area: Wiltshire

Unique Reference Number: 126206

Headteacher: Mrs C Smith

Reporting inspector: Mr J R Francis
17967

Dates of inspection: 29th November to 2nd December 1999

Under OFSTED contract number: 707888

Inspection carried out under Section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
Type of control:	Community
Age range of pupils:	4 to 7 years
Gender of pupils:	Mixed
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Appropriate authority:	The governing body, Harnham Infant school.
Name of Chair of Governors:	Mr R Wood
Date of previous inspection:	April 1996

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Mr R Elam, Lay Inspector		Attitudes, behaviour and personal development; Attendance; Pupils' spiritual, moral, social and cultural development; Support, guidance and pupils' welfare; Partnership with parents and the community.
Mrs M Gibbon	English; Geography; History; Religious education.	Curriculum and assessment; Special educational needs.
Mrs J Howell	Science; Information technology; Art; Music.	Staffing, accommodation and learning resources; Education of children under five.

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MAIN FINDINGS

What the school does well

- .Results in National Curriculum tests are very high because of the school's commitment to all pupils achieving high standards.
- .The headteacher is very effective and is well supported by staff and by the governing body.
- .Teaching is good and all staff are committed to improving their own performance and the pupils' standards of attainment.
- .Teaching and learning are regularly monitored to maintain their high quality.
- .Relationships between pupils and teachers are very good and this contributes to the effective learning found in the school.
- .The school has a very good relationship with the parents who contribute greatly to pupils' learning both in school and through work that their the children do at home.
- .There is very good provision for children under five years of age.

Where the school has weaknesses

- I.Multi-cultural education is not as well developed as other cultural aspects.
- II.The assessment criteria used for some subjects are not sufficiently detailed to give a clear enough view of pupils' progress.
- III.Pupils in some classes find it difficult to listen to others or to wait their turn to speak.

The school has many more strengths than weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection are to be tackled. The plan will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

When Harnham Infant School was last inspected in April 1996, it was judged to be a good school with many strengths. The acting headteacher providing the school with supportive leadership. Since then, there have been many changes. The previously acting headteacher is now the permanent headteacher, and almost all of the teaching staff have changed, including the deputy headteacher. Nevertheless, the headteacher has been very effective in creating a school with an excellent ethos, that has a clear focus on raising pupils' attainment and which is successfully enhancing the expertise of all staff to play an important role in the development of the school. The results achieved by its pupils in national tests have improved, particularly in reading comprehension, which the school identified as an area for further development. Teaching has also improved. The key issues from the previous inspection have been tackled well, although the school has not fully developed provision for both multicultural education and assessment in some subjects. There have been significant improvements in the quality of monitoring and in the role of the curriculum co-ordinators. These have all had a positive impact on both the quality of teaching and pupils' attainment. With the high level of commitment from all members of staff, the school a good capacity to continue to improve.

Standards in subjects

This table shows the standards achieved by 7 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
			Very high A*
			Well above average A
			above average B
			average C
			below average D
			well below average E
Reading	A	A	
Writing	A*	A*	
Mathematics	A*	A*	

Throughout the school pupils achieve high standards in English, mathematics and science, and above average standards for information technology. Standards achieved by pupils aged seven are well above average in reading, and very high in writing and mathematics. They are very much better than those in similar schools. The school's recent emphasis on improving reading comprehension has brought about a significant improvement in standards since last year. The careful identification of pupils with special educational needs, and those with high attainment, has contributed to the improvements seen, particularly in the number of pupils achieving the higher level (Level 3) in national tests. Attainment in religious education is satisfactory and in line with the expectations of the recently introduced locally Agreed Syllabus. Pupils make good progress in physical education. In music, good teaching and high expectations produce good quality singing; and in art, good teaching in observational skills, and imaginative work in a variety of media produce higher quality work that would normally be seen from pupils of this age.

Quality of teaching

Teaching in	Under 5	5 – 7 years
English	Good	Good
Mathematics	Good	Good
Science		Good
Information technology		Good
Religious education		Satisfactory
Other subjects	Satisfactory	Satisfactory

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses

Teaching is never less than satisfactory and seven out of ten lessons are better than this. Good quality teaching is seen in all year groups in the school. In a quarter of the lessons, teaching is very good or excellent. In Key Stage 1, teaching is good or better in six out of ten lessons. The teaching of children under five in both the Reception and mixed age classes is good or better in nine out of ten lessons. Teaching of an exceptional quality is regularly seen in one Reception class and a Year 2 class.

Other aspects of the school

Aspect	Comment
Behaviour	Pupils' behaviour and relationships with each other and adults are good and this contributes to the good progress that pupils make.
Attendance	Pupils' attendance and punctuality are good.
Ethos*	Excellent. The school has a clearly stated commitment to high standards of attainment. The headteacher and staff have created a very positive ethos in the school and have established a very effective learning environment.
Leadership and management	The headteacher provides very good leadership, she is responsible for the clear focus on the aims of the school, and, through her monitoring, for improvements in the quality of teaching and pupils' attainment. Co-ordinators regularly monitor the quality of teaching and learning in their subjects through classroom visits and scrutiny of pupils' work. The governing body supports of the work of the school and many governors are directly involved with the work going on in the school.
Curriculum	Curricular provision is good for pupils of all abilities in all subjects of the National Curriculum. Schemes of work make good provision for pupils across all year groups. The National Literacy and Numeracy Strategies have been successfully implemented. The school has effective procedures for assessing pupils' attainment in the core subjects, and makes good use of this information to support individual target setting.
Pupils with special educational needs	Pupils with special educational needs, and those identified as having high attainment, make good progress. There are effective systems in place for identifying their needs, setting and reviewing targets, and providing effective support.
Spiritual, moral, social & cultural development	This is good overall. The provision for pupils' moral and social development is very good. Insufficient opportunities are provided to continue improvements in aspects of pupils' multi-cultural development.
Staffing, resources and accommodation	This is good overall. The school is generally well resourced, and all staff are appropriately qualified for the needs of pupils of this age.
Value for money	The school provides very good value for money.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school

- IV. Parents are encouraged to play an active part in the life of the school.
- V. The school is approachable.
- VI. The values that the school promotes.
- VII. The good standards of behaviour.

What some parents are not happy about

- VIII. Parents felt that there was little formal clubs and nurseries, although there were good social

In addition:

- IX. Parents welcomed the introduction of 'class representatives' from amongst parents as an additional form of liaison.
- X. New parents would like additional information about the school's methods of teaching.

The inspection team supports the positive views of the parents. However, the links with pre-school providers were considered to be satisfactory.

KEY ISSUES FOR ACTION

There are no key issues for the school to address but, in the context of its many strengths, the following minor points for improvement should be considered as the basis for an action plan.

These include:

- XI. further development of multi-cultural education in the school; (paragraphs 45, 111)
 - XII. further improving assessment in some foundation subjects; (paragraphs 38, 114, 118, 122, 126)#
 - XIII. improving pupils' listening skills in some classes through the teachers having a more consistent approach; (paragraphs 12, 28, 78, 82, 83, 89, 97, 108)
- and
- XIV. addressing the safety aspect of parents' cars coming onto the school site at the beginning and end of the school day. (paragraph 51).

This issue has been identified by the school and is included in its development plan for this year.

- **INTRODUCTION**

- **Characteristics of the school**

1. Harnham Infant School is situated on the southern outskirts of Salisbury. Most of the pupils come from the immediate residential area. The majority of parents are in employment. The school takes pupils between the ages of four and seven and there are 210 pupils on roll: 97 boys and 113 girls. This is virtually the same number of pupils who were in the school at the time of the previous inspection. There are currently 64 children under the age of five who are admitted into the Reception classes at the beginning of the school year in line with the Local Education Authority policy. Pupils born after April 1st attend part-time until the start of the spring term. There are 25 pupils on the register of special educational needs (Stages 2 to 5), approximately 14 per cent, which is below the national average, and no pupils with statements of special educational need, which is also below average for schools of this size. Around six per cent of pupils, are entitled to free school meals; this is below average. Five pupils come from ethnic minority families but no pupils have English as an additional language.

1. At the time of the previous inspection, the present headteacher was the acting headteacher, there was an acting deputy headteacher and there were a significant number of staff new to the school. Since then, there has been an almost total change of teaching staff, including the appointment of a new deputy headteacher.

2. The school aims “to provide a warm, sensitive, caring and safe environment where all children and staff are equally valued and happy; to encourage high quality work by having high expectations, and to value the partnership between home and the school.” The school’s current targets for development are in literacy, numeracy, information technology, special educational needs, monitoring and target setting.

3.

4. Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	42	33	75

4. National Curriculum		Reading	Writing	Mathematics
Test/Task Results				
Number of pupils at NC Level 2 or above	Boys	38	42	42
	Girls	32	33	33
	Total	70	75	75
Percentage at NC Level 2 or above	School	93(77)	100(81)	100(86)
	National	82 (80)	83(81)	87(84)

4. Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	38	41	42
	Girls	32	33	33
	Total	70	74	75
Percentage at NC Level 2 or above	School	93(81)	98(85)	100 (86)
	National	82(85)	86(85)	87(86)

4.

5. Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year: 1998/99			%
	Authorised	School	4.8
	Absence	National comparative data	5.7
	Unauthorised	School	0
	Absence	National comparative data	0.5

4.

6. Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year: 1998/99		Number
	Fixed period	0
	Permanent	0

7. Quality of teaching

¹ Percentages in parenthesis refer to the year before the latest reporting year

Percentage of teaching observed which is:	%
Very good or better	24
Satisfactory or better	100
Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

7. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

7. Attainment and progress

1. In 1999, the percentage of pupils who attained the expected Level 2 or above, in reading was well above average, and in writing and mathematics, attainment was very high. The percentage attaining the higher Level 3 in these subjects was also well above the national average. When these results are compared with other similar schools with pupils' attainment is also well above average in reading and very high in writing and mathematics.

2. The teachers' assessment of pupils' attainment in science in 1999 was high in comparison with the national average for the percentage of pupils attaining the expected Level 2, or above, and very high for the percentage attaining the higher Level 3.

3. Test results over the last three years show consistently high levels of attainment, although there was a slight drop in the results for reading in 1998. The school identified the reason for the fall in reading and addressed this effectively. It has set itself clear targets aimed at maintaining this overall high level of attainment, and increasing the number of pupils who attain the higher levels in national tests. The consistently high levels achieved certainly fulfil the key issue from the previous report to "*maintain the good quality of education that the school is providing...*".

4. Having started with generally above average levels of attainment, children under five years of age, in all Reception classes, make good progress, particularly in English and mathematics. By the time they are five, the majority of them exceed, the Desirable Learning Outcomes for entry into compulsory education in all areas of learning.² They listen well to the teacher and to each other, and are good at putting forward ideas and suggestions. By the end of the year, many can read to a good standard for their ages and have started to write. In mathematics, most children are able to count up to 20, and many beyond this, and they can count back from ten to zero. They enjoy number songs that practise counting in this way. They use money to buy items in the class shop and can read the cost of items and find the correct money using one-penny coins. Children recognise regular two-dimensional shapes, such as triangles, squares and rectangles, and can explain the important features of them, such as the number of sides or corners.

5. Pupils' attainment in English is very high. Pupils have well developed speaking skills, although the listening skills of a few pupils in some classes are not as good, and they do not always pay close enough attention to what others are saying. There are times when these pupils call out and talk over other pupils without waiting their turn. Standards in reading are well above average and pupils' understanding of what they read has improved after the school analysed the previous year's test results and made reading comprehension an area on which to focus. Writing is also an area of strength and there are many examples of pupils composing long pieces of personal writing. Handwriting and presentation are good. In Year 2, most pupils are writing clearly using a joined style of writing. Some

² These are the areas of learning that include language and literacy, mathematics, knowledge and understanding of the world, creative development and physical development that are considered desirable for pupils to attain before they are five and begin compulsory education.

higher attaining pupils are writing fluently and neatly. Care is taken with presentation and good writing is valued.

6. In mathematics, standards are very high and by the time they leave the school, pupils achieve higher levels than those expected of seven year olds and make very good progress. All aspects of mathematics are covered; pupils have a good knowledge of shape and measurement, and are secure in handling and using data. Their ability in numeracy is good, and their oral and mental mathematics are developing well. Pupils are confident in using numbers and calculate accurately in their work. Most know their tables and number bonds, and use their quick recall of these to help them in their day-to-day mathematics. Higher attaining pupils are identified and the work prepared for them provides a suitable challenge. There are also opportunities for pupils to use their mathematical skills in other subjects, for example, in design and technology, or collecting, recording and interpreting data in science or information technology.

7. The attainment of the oldest pupils in science is very good; they make very good progress and achieve standards well above the level normally expected for pupils of this age. This good level has been maintained since the previous inspection. The work in small groups, or with a partner, and the discussions that come out of this work are effective in increasing pupils' understanding of science. A good example was seen in the Year 1 class where pupils worked together to find out which materials were waterproof.

8. The previous inspection report judged attainment in religious education to be in line with that expected by the locally Agreed Syllabus. Evidence from this inspection indicates that pupils' make satisfactory progress and their attainment continues to meet the expectations of the new locally Agreed Syllabus. Pupils have a sound understanding and appreciation of some of the Christian traditions and beliefs. They understand the significance of Advent, and organise the story of the Nativity into the correct sequence of events.

9. Attainment in information technology is above the level expected for pupils of seven years of age, and they make good progress overall. Pupils have above average skills in using the computer and can load programs and store and retrieve information. Good use is made of the Internet as a source of information. Many pupils, who have computers of their own at home, are very capable when carrying out these processes. Although there are greater demands on schools now, standards have been maintained since the previous inspection.

10. Children enter the school with levels of attainment that are generally above the average for children of this age. They make good progress overall during their time in the school, although the rate of progress speeds up during Year 2. Pupils with special educational needs make good progress in English, mathematics and science, and often make good progress throughout the school in all other subjects. They benefit from the additional support given both in the classroom and when withdrawn from lessons. Pupils who have high levels of attainment are effectively challenged and also make good progress. Pupils make good progress in art, physical education and music, and achieve high standards. The quality of pupils' recorder playing is good. Progress in all other subjects is satisfactory, and pupils achieve the standards expected for their age.

17. Attitudes, behaviour and personal development

11. Pupils' attitudes, behaviour and relationships with each other and adults are strengths of the school and make a good contribution towards promoting their attainment and progress. Their personal development is very good. The positive findings at the time of the previous inspection have been maintained. Parents state very strongly that their children enjoy school and that was apparent during the inspection.

12. Throughout the school, the pupils' attitudes towards learning are good. This includes those of pupils with special educational needs. Pupils concentrate well and show interest in what they are doing, as was

seen particularly during a Year 2 lesson writing a thank you letter following their visit to a local supermarket. Even the youngest pupils often work with sustained concentration. Their listening skills are developing though some need regular reminders to pay attention. When put into groups, pupils settle down to work very quickly. They listen carefully to teachers and other pupils and persevere with tasks. They are developing their capacity for personal study, for example, with homework tasks. A number of the older pupils make effective use of the library and know how to use the contents page and index of a book.

13. Relationships between pupils and with adults are very good and make a significant contribution to the quality of work in the majority of lessons. Pupils get on well with each other when playing games at break and lunch times and in the classroom when working in groups. They collaborate well with each other in team activities in physical education or working in pairs as when measuring each other's heads during a science lesson in Year 2. All know that they should put up their hands to answer questions and not call out, although some do not always follow this in practice. The older Reception pupils were seen to take turns in a small, unsupervised group when using a robotic toy. There is a high degree of racial harmony and the small number of pupils from ethnic minorities are well integrated.

14. All children under five are happy and contented to be in school. They settle quickly into the school routines, behave very well and have a very positive approach to their learning. They play well together, both as part of a group and independently, take turns and ask for help when they need it. They are very attentive and many of the children are able to sustain great interest in their activities for some considerable time. Children are well behaved and clearly understand what is right and wrong. The provision for spontaneous learning inside the classrooms is good and supports the children's personal and social development very well. It enhances their co-operation with others and their ability to work and play collaboratively.

15. Pupils behave well in the classroom, at play and lunch times. They move around the school in an orderly way and hold the doors for each other. They are open, courteous and particularly welcoming to visitors. They show considerable respect for property, for example, Year 1 pupils worked clay with great care when making tiles to represent their homes and Reception pupils put books and equipment away tidily and carefully. The inspectors support the widespread view expressed by parents that the pupils behave well. Nevertheless, on a few occasions, such as during assembly, some would talk to each other inappropriately though they stopped when asked to do so by the teacher. No one could recall any instances of bullying and the school has appropriate procedures to record and deal with any unacceptable behaviour that may take place. There have been no exclusions in the last year.

16. The pupils' personal development is also good. The excellent ethos of the school contributes very effectively to their sense of community and respect for others and pupils respond well to the ethos of the school. They are able to show initiative and move around the classroom to find materials they may need. Pupils in Year 2 were seen to evaluate their own learning and decide whether they needed more help. They take responsibility both within and outside the classroom, for example, as special helpers with the different tasks that need to be done. Year 2 pupils make books to read to the younger pupils. The pupils collect for various charities during the year and meet older people in the community at the annual tea party.

23. **Attendance**

17. Attendance and punctuality are good and have a positive effect on pupils' attainment and progress. Attendance has remained above the national average since the last inspection. Absences are mainly due to the usual childhood illnesses although a number of parents insist on taking their children on holiday during term time. The level of unauthorised absence is recorded as nil mainly because the school has ensured that parents provide reasons for their children being away. Nevertheless, some absences are incorrectly authorised as holidays. A few parents inappropriately take their children out for family celebrations or extended weekends.

18.Registration takes place commendably promptly at the beginning each session. The pupils are keen to come to school and almost all arrive punctually for the start of the day. Lessons during the day generally start and finish on time.

25. QUALITY OF EDUCATION PROVIDED

Teaching

19.The previous inspection judged teaching to be “*satisfactory or better in 90 percent of lessons with 10 percent of lessons unsatisfactory*”; that the “*teachers were hardworking and conscientious and that teaching promoted effective learning*”. Since then, there has been an almost total change of staff, with six of the current staff having been appointed during this time. Nevertheless, the school has improved on the judgements of the previous inspection and the quality of teaching overall is good. Teaching is never less than satisfactory and seven out of ten lessons are better than this³. Good quality teaching is seen in all year groups in the school. In a quarter of the lessons, teaching is very good or excellent. Teaching of an exceptional quality is regularly seen in one Reception class and a Year 2 class.

20.The best teaching uses a combination of approaches, skilful classroom management and very good subject knowledge. Teachers use pupils effectively to demonstrate to others, as in physical education, and insist on accurate subject vocabulary. This is seen, for example, in Year 1, where pupils use terms such as ‘attract’ and ‘repel’ in their scientific work on magnets, and in Year 2, where pupils talk confidently about ‘analogue’ and ‘digital’ clocks. The plenary sessions at the end of lessons are used effectively, not only to revise the work of the lesson, but also to check on pupils’ knowledge and understanding. In the best teaching, pupils are asked in these sessions to comment on what they understand or find difficult. This is a very effective method for both involving pupils in assessing their own learning and providing a very clear focus for the teacher’s planning in subsequent lessons. This was a strong feature of the teaching seen with the higher attaining pupils in Year 2. As a result, these pupils make very good progress and their attainment is much higher than the average for pupils of this age.

21.Teachers have very good relationships with their pupils, although there are differences in the way that teachers manage their classes. Within the overall high quality of teaching, there are minor weaknesses. Not all teachers have pupils’ full attention during class discussions, and they are not always consistent in the way that they ask questions or accept answers from pupils. While teachers generally insist that pupils put up their hands to answer questions, they do sometimes accept answers that are called out. This confuses pupils as to what is expected of them. Pupils can also spend a large amount of time sitting on the carpet. With the introduction of the literacy hour and the daily mathematics lesson and in other lessons, it is possible for pupils to sit on the carpet for quite long times during each day. Teachers do not always demonstrate that they are aware of the impact that this has on the pupils.

22.The teaching of children under five in both the Reception and mixed age classes is good, often very good and sometimes excellent. Teachers understand the needs of children of this age and plan work effectively around the areas of learning leading towards the introduction of the National Curriculum as they become five. The lessons provide an appropriate combination of direct teaching, for example number work involving the whole class, and opportunities for children to experiment and explore other aspects of learning. An excellent example of this was seen when children in a Reception class went for carefully prepared ‘un-nature’ walk in the school grounds. This required them to use their observational skills to a very high level, for example, spotting coloured wool in the grass, and recognising when things

³ *Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. ‘Satisfactory’ means that strengths outweigh any weaknesses*

they were seeing were not where they would expect them to be, such as scissors in a tree. In active lessons such as physical education, the youngest children in school show good control and concentration when they listen closely to the teacher's instructions and follow directions quickly and quietly.

23. There is a consistent method used throughout the school for weekly planning, and the level of detail is good. Effective use is being made of additional curricular advice from the Qualifications and Curriculum Authority for a number of subjects, including design and technology and history. This is providing a clear focus on developing pupils' skills in a structured way throughout the school. Teachers' weekly planning for literacy and numeracy is good. It follows the national guidance for these subjects and has clear learning objectives which teachers always share with the pupils to inform them what is expected of them. Teachers tell pupils what they are going to learn at the start of all lessons and return to these objectives at the end of the lesson. This assists them in accurately assessing pupils' gains in knowledge and understanding during the summing up at the end of lessons, which, in turn, helps in planning the next stages in learning. This is very effective and is an important feature of the improvements seen in pupils' attainment.

24. All teachers are implementing these recent national initiatives successfully and work is planned appropriately for pupils of differing attainment. Good attention is given to those pupils who have special educational needs, not only the lower attaining pupils but also the higher attaining pupils. The individual education plans produced for these pupils are clear, and teachers use their knowledge of them to plan appropriate work for them. Learning support staff and other adults are used well to help pupils with special educational needs make progress. In all lessons, teachers are clear what they want support staff to do. They are actively involved in teaching, and provide a valuable addition to the work of each teacher by monitoring pupils and recording their responses and progress as part of the teachers' continuous assessment.

25. Teachers have high expectations of pupils' work and this assists the pupils to achieve good levels of knowledge and understanding, particularly in literacy, mathematics and science. For example, in a mathematics lesson, pupils were not only expected to give the correct answer, but also to explain how they arrived at it. This was very effective in improving not only their own understanding but also that of others. Although teachers are introducing the National Numeracy Strategy well, the use of often low-quality photocopied worksheets in one or two classes limits the response that pupils can make and does not always give a clear picture of what they can do or what they actually understand. Teachers' marking is good. All work is marked regularly and the comments made are supportive of pupils' efforts. It clearly tells pupils what they need to do to improve their work, and sets targets for individual pupils. These targets are regularly shared with parents through pupils' homework books. Teachers' high expectations are also carried through into the work that pupils are expected to do at home. Homework is prepared specifically for a range of subjects and follows a regular timetable. All of the tasks are of good quality and extend pupils' learning.

32. The curriculum and assessment

26. Overall, the curriculum provided by the school is good. It includes all subjects of the National Curriculum, religious education and personal and social education. The curriculum is broad and balanced and meets statutory requirements, including those for sex education. Teaching hours for the week are satisfactory and the time allowed for the different subjects is appropriate. Literacy and numeracy are taught daily and the provision is good. The school is successfully implementing the National Literacy Strategy and the new National Numeracy Strategy. The curriculum promotes well the aims of the school. Good provision is made for pupils' intellectual, physical and personal development and pupils are effectively prepared for the next stage of their education. There are no pupils who have English as an additional language.

27. The school's previous inspection report identified as key issues the review of the organisation of the curriculum into whole-school topics and the development of more effective ways of implementing the curriculum. The school has undertaken an effective review of the curriculum. It now has a rolling

programme of topics which maintains a balance between the different subject elements. This has recently been streamlined to include literacy and numeracy. The school is now sensibly awaiting guidance from the National Curriculum review in the year 2000 before developing the curriculum further. The school's previous report also identified the need to improve and develop long term planning particularly in foundation subjects. There is now a clearer focus on subjects such as history and geography and long term planning in all subjects provides a good foundation for teaching the school's curriculum. The school has addressed these issues well.

28. Although classes are organised by age, mixed age groups are a necessity due to the number of pupils in different year groups. The school's arrangements for these mixed age classes, often arranged by pupils' prior attainment, is effective in ensuring that pupils receive work that is well linked to their abilities and appropriate for their stages of development. Good use is made of additional teachers' time and skilled support staff to provide some flexibility in the curriculum. There is a good planned programme of liaison with the junior school including opportunities for subject co-ordinators, staff and pupils in both schools to meet.

29. The school's equal opportunities include all categories of equality and all pupils receive full equality of opportunity. The curriculum is enhanced by special events such as book weeks, visiting story-tellers and poets, including a local author and illustrator. Visiting puppet theatres give shows and pupils take part in the school's own musical productions which have included a recent Year 2 production of 'Going Buggy'. Pupils visit Salisbury Cathedral and local churches and make good use of the facilities of the immediate locality of the school. Parents' contributions are effective and valued in such subjects as history and on visits to a farm and to the seaside as part of geography and science lessons. In addition, all Year 2 pupils receive tuition in recorders for which parents pay the fees.

30. Curricular provision for higher attaining pupils and for pupils with special educational needs is good. Higher attaining pupils receive appropriate extension in lessons and in their individual targets in their homework books. Pupils with special educational needs receive good support in the classrooms and are sometimes withdrawn for specific help, usually in language and literacy. They have full access to the curriculum. Individual education plans have targets, which are carefully linked to pupils' needs and are clear and achievable. There are good procedures for the identification of pupils with special educational needs and for the review of their progress. Educational support assistants carry out activities planned by the teachers very effectively and keep thorough and detailed records of pupils' progress. Teachers and support assistants work well together. The school's procedures for assessment and record keeping for pupils with special educational needs are good.

31. The school has useful policies and guidelines for assessment, marking, recording pupils' attainment and reporting to parents. The school's previous inspection report identified as a key issue the need to strengthen assessment procedures in the foundation subjects to inform teachers' planning more closely and to make them more in line with other subjects. The school has addressed the issue well. It has now established a two-weekly cycle of sampling, where a cross section of pupils' work from every class is collected, according to a pre-set subject and criteria. This work is discussed in staff meetings and all subjects are included in the cycle. However, some criteria used in this cycle are too broad and too general to support effectively further improvement in pupils' standards of attainment. The school has recognised this and has identified the development of more specific criteria as a priority. The school uses standardised test in all years to assess pupils' progress in reading, mathematics and spelling. The school has good systems for keeping a thorough record of individual pupils' progress, particularly in English and mathematics, and has plans to include science in these records.

32. The school makes good use of the information received through assessment procedures. This is particularly the case in providing challenge for higher attaining pupils. Target setting is well established for individual pupils and the regular termly review of these targets with parents enables a strong, effective partnership to support pupils' progress.

33. The results of national tests are carefully analysed to identify whole-school targets. A recent and

effective example of this is the significant improvement in pupils' reading test results achieved by identifying an area of comparative weakness in the previous year's test results. Teachers review and mark pupils' work regularly and with encouraging comments. They discuss progress and areas of improvement with pupils or write simple comments in their books. Annual reports to parents about their children's achievements include the statutory information required and helpful details in all subjects.

40. Pupils' spiritual, moral, social and cultural development

34.The school's provision for pupils' social and moral development is very good, and it makes good provision for their spiritual development. The provision for cultural development is satisfactory. The school has maintained the position at the time of the previous inspection.

35.The provision for spiritual development is good. Assemblies are used well as an opportunity for spiritual understanding and reflection and have themes that are effectively planned and structured. The pupils are given opportunities for simple formal prayers or to take time for reflection. This daily act of worship meets statutory requirements. In religious education pupils, are taught, and know about aspects of Christianity and Judaism. The festivals of other faiths are also celebrated. Representatives of local churches lead some of the assemblies and teach pupils about God. However, there are few opportunities to meet people from other faiths. Opportunities to reflect on the lives of others occur in lessons as, for example, when a parent showed Year 1 pupils toys from the past.

36.Pupils' moral development is very good. The school stands for clear values and there are manifest expectations of high standards of behaviour and acceptable conduct to which the pupils respond. The pupils have a good awareness of the golden rules in each class that they helped to devise at the beginning of the year. They can clearly distinguish right from wrong and know that there is a need to respect the rights and property of others. Adults are good role models for pupils and ensure a calm, orderly and friendly atmosphere in lessons and around the school. Classroom discussions in 'circle' time and assembly themes effectively promote values such as honesty and fairness.

37.The social development of the pupils is also very good. As well as being courteous and considerate, they are friendly and lacking in self-consciousness. In the classroom, there are many opportunities to work together in pairs or groups. Pupils are encouraged to take on responsibility both in the classroom as helpers and in the playground. Pupils in Year 2 are aware of their social responsibility to those younger than themselves, particularly at break times. Fund raising for charity is encouraged and, together with the tea party and choir visits, provides opportunities for pupils to understand the needs of other people in society. The school's consistent approach to behaviour sets high standards and there is a general expectation that pupils will behave with self-control and friendship towards each other.

38.Cultural development, however, is only satisfactory. Pupils are given an extensive appreciation of their own cultural background. They visit the cathedral and places of geographical and historical interest. The work following the visit to a working farm included an appreciation of the life of a rural community in the past. Art and music lessons and the music played in assembly provide opportunities to develop aesthetic awareness, for example, Year 2 pupils produced paintings in the style of Van Gogh. The visit to a local supermarket led to work on where bananas come from and the pupils looked at life on the island of St Lucia. The previous inspection report highlighted the limited multicultural opportunities that were being offered. Whilst there has been some development, overall, there is limited exposure to other cultures and the multicultural aspect of British society receives little attention.

45. Support, guidance and pupils' welfare

39.Teachers and support staff show a good level of concern for the needs of the pupils. The school has maintained its positive support, guidance and welfare procedures since the time of the last inspection to ensure that they make a good contribution to the standards that the pupils achieve. Parents are satisfied with the level of care in the school, and see it as a caring community where staff are approachable.

40. The procedures for monitoring pupils' progress and personal development are good. The teachers formally test the pupils regularly in reading, spelling and number work and samples of work in English and mathematics are kept in a portfolio. Both the education support assistants and helpers have discussions with the class teacher to review work during lessons. The teachers maintain a record of progress in each subject for each pupil and set and review targets. The targets are shared with pupils and parents at the back of the homework books. Progress is discussed with the parents at their regular meetings with parents each term. The monitoring of progress of pupils' personal development is less structured and relies mainly on the teachers' knowledge of the pupils, although they keep records on their general progress. The monitoring of pupils with special educational needs is good and the individual education plans support their needs and ensure good progress. The needs of these pupils are effectively identified.

41. The procedures for promoting discipline and good behaviour are very good. At the beginning of each year, the teachers help the pupils to decide for themselves what should be the 'golden rules' for their class. The overall approach of the school is to recognise positive behaviour and staff are consistent in following this approach. The school ensures that pupils understand what is required of them both during lessons and on other occasions, for example, the Reception year assembly celebrates good behaviour. The school's approach is shared with parents in the home-school agreement. Parents recognise that the school's values and attitudes have a positive effect on the pupils. Although bullying is not a problem, the school has adequate strategies for dealing with it should it occur.

42. The procedures for monitoring and promoting attendance are generally good. The teachers are responsible for checking the registers for absentees and, if no message is received from home, the school telephones home on the first day of absence. The school has an excellent policy and provides good information in the prospectus and in newsletters, although it is not followed for holiday absences. Parents who wish to take their child out of school complete a holiday form. Their application is invariably approved although not all are appropriate, for example, to meet friends at the airport or to go away for an extended weekend. The education welfare officer visits the school regularly. Registration takes place promptly in all classes, thus ensuring consistency in monitoring punctuality.

43. There is very good support for children coming into the Reception classes including effective contacts with two of the pre-school playgroups from which many of the Reception children come. The Reception teachers visit the children at home if they are in the catchment area or parents are invited to meet the headteacher. Good information is provided about the school including how parents can help at home. There are also appropriate links with the adjoining junior school, which the infant school wishes to extend. Especially good are the contacts between subject co-ordinators to encourage continuity and the development of policies between the schools.

44. Overall, the school provides a safe environment which makes a satisfactory contribution to the standards that the pupils achieve. One area of concern is the lack of separation between pupils and parents' cars coming onto the site at the beginning and end of the day. With such large numbers of young pupils around at these times, this creates a potential risk to their safety. The headteacher is the designated officer for child protection and has received appropriate training. The rest of the staff have received relevant guidance. The provision for first aid is satisfactory; several staff have been trained and appropriate records are kept of any treatment. A suitable health and safety policy is in place and a risk assessment has recently been carried out following the Local Education Authority's procedures. The governors and headteacher make a formal tour and assessment of the building twice a year. The teachers ensure that pupils are made aware of health and safety issues in lessons such as science, physical education and personal and social education and, for example, during visits made to the school by the police and fire brigade. Suitable arrangements are in place for sex education and drugs awareness.

51. Partnership with parents and the community

45. The previous inspection report found that the school kept parents well informed and that there was a

close partnership with parents. This is still the case. The school makes very good efforts to provide information to parents and to involve them in the life of the school and in their children's education.

46. Newsletters are sent home every month and provide information on many aspects of school life. These are supplemented either by letters from class teachers about topics to be covered in class or by information on the parents' noticeboards. Meetings are held to explain the school's approach to numeracy, literacy and the use of information technology. At the front of the pupils' homework book is a letter to parents explaining the school's approach and, at the back, the pupils' targets. The homework itself is clearly set and, for some classes, guidance is provided to parents on how they can help. Parents are welcome to comment in these books and one very good example was seen of the parent providing useful feedback to the teacher on how their child had managed. Each term parents meet the class teachers to talk about their children's progress, with the pupil's work having been sent home the day before. These meetings are always well attended. The written report is provided in the summer term. The quality of these reports varies: some excellent examples were seen which clearly indicated what the pupils could do and understand in each subject, but others concentrated on pupils' attitudes and what work had been covered. Parents of pupils with special educational needs are appropriately involved in the review of their children's individual education plans.

47. As they indicated in the questionnaire and at the pre inspection meeting, parents agreed that they are made to feel very welcome by the approachable staff. They are encouraged to help in the school and a good number come in to support, for example, reading, pottery, art and trips out of school. Very good guidance is provided to these volunteers and there are workshops to explain what to do and written notes or discussions beforehand to explain individual lessons. The work of the parents is valued and appreciated by the school and helps to raise the attainment of pupils. Some parents at the meeting were concerned at the amount of homework but the inspectors concluded that the amount is generally appropriate. The school has recently sent a questionnaire to parents and is reviewing the comments made. The school association is very active in arranging both social and fund-raising events.

48. There are good links with the local community which help to enhance the curriculum. The pupils visit many places within the local area such as the cathedral, farm, wildlife-park, and churches. Visitors include the police, puppet theatre, musician and representatives of local churches. Pupils also visit businesses such as supermarkets and the railways. They also have contact with local people both at a tea party for older people and through the choir singing carols. These contacts, together with collections for charity, help to provide pupils with a greater understanding of society at large.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

49. The headteacher provides very good leadership, and is responsible for the clear focus on the aims of the school, and improvements in pupils' attainment, particularly in reading and mathematics. She is respected by pupils and staff and promotes a strong feeling of community within the school. The headteacher and staff have created a very positive ethos in the school and have established a very effective learning environment. This view was also clearly expressed by parents at the pre-inspection meeting.

50. The headteacher carries out the administration and management of the school very effectively and is successfully enhancing the expertise of all staff to play an important role in the development of the school. Her own monitoring is regular, thorough, and effective in bringing about improvements in teaching and pupils' attainment. A key issue from the previous inspection was *"to strengthen the role and responsibilities of subject co-ordinators in monitoring and developing their subject through the school."* At the time of the previous inspection, the present headteacher was the acting head. Since then, as well as the appointment being made permanent, there has been an almost total change in the teaching staff, including the appointment of a new deputy headteacher. Even with these changes of staff, significant improvements have been made in addressing this issue. All co-ordinators regularly

monitor the quality of teaching and learning in their subject through classroom visits and scrutiny of pupils' work. This is carried out on a rolling programme carefully built in to the school development plan. This monitoring produces very perceptive comments; good quality, detailed records are kept of these evaluations and advice and areas for improvement are clearly indicated. This sharing of ideas and good practice has also been a significant factor in raising standards of attainment.

51. The governing body has an appropriate structure and supports the work of the school. Many governors are involved directly with the work going on in the school, for example, the governors with the responsibility for literacy, numeracy and special educational needs, who make regular visits to the school as part of their monitoring. The governing body receives information on attainment, for example, results of national tests, and there is evidence of their asking direct questions relating to standards of attainment and school improvement. The governing body has effectively developed its role as a 'critical friend' to the school, through clear strategies for monitoring and evaluating its work. The governing body meets the statutory responsibilities which it has for the implementation of the curriculum and acts of collective worship, and those obligations which influence the welfare and progress of pupils, and reporting to parents.

52. Procedures for producing the school's development plan involve all staff and members of the governing body. Issues for development are clearly listed in order of priority and are of a manageable number. Key personnel are identified and the time-scale and the cost implications of all the developments are carefully assessed. Subject leaders prepare their own contributions to the plan and are responsible for the implementation and monitoring of their plans. However, planning is not inflexible, and, where circumstances change, the school adapts its planning to accommodate these changes. This ability to respond to changing demands is an important aspect of the school's success.

53. There is a clear policy for special educational needs that reflects the requirements of the national Code of Practice. The policy also includes specific reference to provision for pupils with high levels of attainment. This ensures that these pupils are provided with work at an appropriate level to take their learning forward. All teachers are aware of this policy and are involved in applying it in their classrooms. The special educational needs co-ordinator and education support assistants provide good support for all of these pupils.

60.

Staffing, accommodation and learning resources

54. The number, qualifications and experience of the school's teaching staff meet the needs of the curriculum well. There are eight full-time teachers, including the head teacher and two part-time teachers, who, between them, provide the school with good expertise in most areas of the curriculum. There is a wide range of experience. The teachers form a good team, committed to the school and to pupils' learning and welfare. Regular liaison and shared planning between the early years team ensure the progression of the young children's development. There are six educational support assistants who work for a total of 89 hours weekly, which is a satisfactory number for the school. They are well qualified, have a suitable range of experience between them and provide a very good standard of care and educational support for the pupils. Effective use is made of the skills of the many volunteer helpers. An appropriate level of administrative support ensures that the daily business of the school runs smoothly. All staff have a job description in which their particular duties are outlined. Teaching and support staff are fully involved in the work of the school and work very well as a team.

55. The school's arrangements for the professional development of teaching and support staff are very good. Training is related to both the priorities of the school development plan, the school budget and the needs of individual staff. Teaching and support staff have taken part in a suitable number of appropriate training courses. The school's arrangements for the statutory appraisal of teachers meet requirements. Procedures include annual staff development interviews for all staff with the head teacher where shared targets are set. The head teacher evaluates their success at the end of the year and new targets are agreed with individuals. The school's procedures for the induction of new and newly qualified teaching staff are effective. The programme, specific to the school, is well organised and there is a helpful and supportive staff handbook.

56. The accommodation as a whole is satisfactory and allows for effective teaching. The main school building houses four classrooms, a hall space that serves as place of worship, a gymnasium and a dining room, all office facilities and a new library extension built off the hall. The library was created as a response to an area of weakness identified in the previous inspection report. The newly created library is being used well and has an adequate number of books for the needs of the school. Four classes are in mobile detached buildings within the grounds. All classrooms are of at least a reasonable size. However, there are a number of shortcomings. The hall is too small to allow for whole-school productions and storage space is generally inadequate. Two of the temporary classrooms are old and in need of refurbishment. Although all these outside classrooms have their own toilet facilities, movement between them and the main building is not easy. It is only by the effort of the staff that it does not affect the quality of the school's provision. The school secretary, who works in the open entrance hall, has little privacy. She does, however, have a clear view of all who come into the school. There is no provision for wheelchair access or for cloakroom facilities for disabled pupils or adults. Although this was noted in the previous inspection report, the school's site, with its many steps and levels, makes it particularly difficult to accommodate disabled pupils. The school as a whole, is clean and well cared for by the caretaker. All classrooms are made bright and attractive with pleasant displays of the pupils' work. The school has good grounds, which contain a large open grass area with mature trees and two hard surfaced playgrounds. Much work has been done to provide the pupils with a stimulating environment for play, including an adventure play area, a train for imaginative play and suitable games marked on the playground itself. A school pond established in the grounds allows for regular environmental studies.

57. Overall, the quality and quantity of the school's learning resources are good. The school has appropriately extended the learning resources in geography and history, which were identified in the previous inspection report as having some shortages. Good use is made of the library loan service to supplement learning resources in many subjects. There is an effective range of books to support the literacy hour and relevant fiction and information books either in the library or classrooms. The school makes good use of the local environment as a resource and an appropriate range of visits to places of interest enhances the curriculum. Overall, staffing, accommodation and learning resources make a good contribution to the quality of education provided by the school.

64. The efficiency of the school

58. The school's budget is clearly linked to the development plan and the headteacher and subject co-ordinators plan their spending around the priorities contained within it. The finance committee of the governing body is actively involved in setting the budget, meets regularly, and receives up-to-date statements of the budget to monitor spending patterns during the year. Day-to-day financial management is carried out very effectively by the school's secretary and the headteacher. The few minor recommendations from the recent audit report have been fully addressed.

59. Teaching and support staff are all effectively deployed. All teachers have curricular responsibilities as subject leaders, or in acting as shadow co-ordinators, and time is available to enable them to monitor their subjects in line with the priorities in the school development plan. This organisation is very effective in improving the quality of teaching and raising standards. Special grants, such as allocations for professional development and supporting pupils with special educational needs, are used well. The accommodation is satisfactory and is used well to give maximum benefit to the pupils. However, the nature of the site, where as many pupils work in temporary classrooms as in the main school, does create some difficulties, particularly in poor weather.

60. Overall, there is effective use of teaching and support staff and good use is made of the accommodation and learning resources. The running costs of the school are average for schools of this type. Pupils enter school with above average levels of attainment and, with good teaching, make good, and sometimes very good, progress achieving standards well above average in the core subjects of English, mathematics and science by the age of seven. The previous report judged that the school

provided good value for money. Currently, in relation to its income and its high levels of attainment, the school is judged to provide very good value for money.

67.

PART B: CURRICULUM AREAS AND SUBJECTS

67. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

61. There were no key issues for action dealing with the provision for the children under five in the previous report. The curriculum was said to be appropriate and the relevant areas of learning were provided and gave a satisfactory foundation for the National Curriculum and later learning. The judgement of this inspection is that, overall, provision for the children under five is very good and is a strength of the school.

62. Children are admitted to the school during the year in which they are five, either full-time or part-time, depending upon when their fifth birthday occurs. At the time of the inspection, there were three classes with children under five. One class has 24 children in school part time; one has 25 children, with 14 children who attend full time, and 11 part time and another class has 15 Reception age children and 11 Year 1 pupils. The three teachers are employed full-time. Levels of assistance provided by the school are good and are effectively organised. There is a good induction programme before the children start school that includes home visits. This ensures that the children have a confident and happy start to their school life. The school provides them with a secure and caring environment in which daily routines are firmly established. Relationships with adults are very good and children feel able to ask for help when they need it. Overall, teaching is good and careful attention is paid to providing appropriate activities for the children in the more formal lessons for literacy and numeracy. The programme of activities based on the recommended areas of learning for this age is very good and meets the needs of the children exceptionally well. On entry to school, the attainment of the children is generally above that expected nationally. From this starting point, the great majority of children, including those with special educational needs make good progress and by the time they are five, most are on course to meet, or exceed, the Desirable Learning Outcomes in all areas of learning. Accommodation is adequate for the number of children on roll and the space is very well used to accommodate a full range of daily activities.

Personal and Social Development.

63. The personal and social development of children under five is very good and the great majority of them make very good progress. All children under five are happy and contented to be in school. They play well together, both as part of a group and independently, take turns and ask for help when they need it. They respond positively to new activities and enjoy their work. They are very attentive and many of the children are able to sustain great interest in their activities for some considerable time. They are well behaved and clearly understand what is right and wrong. The children are friendly and out-going. The teaching of relationships and interaction with others is of good quality and all staff act as very good role models for the children. The provision for spontaneous learning inside the classrooms is good and supports the children's personal and social development very well. It enhances the children's co-operation with others and their ability to work and play collaboratively. Although provision for outdoor play is limited in terms of free access, when the children are at play outdoors, they are provided with a wide range of suitable activities that effectively support their personal and social development. Most children show independence in dressing and personal hygiene.

Language and Literacy.

64. Children make good progress in all areas of language and most are on course to exceed the expected standards by the age of five. The teaching of language and literacy receives a high priority and the children are provided with many opportunities to increase their speaking and listening skills. For example, during their work and imaginative play, staff constantly talk to them, and extend their vocabulary. Role-play areas, such as the 'Harnham Station' and 'Polly's Café', encourage speaking and listening skills and early writing activities. The time set aside for the teaching of literacy in all three

classes is used well. The children listen attentively, respond readily to questions and use a wide vocabulary to speak with confidence. They enjoy books, understand how they are organised and talk about the characters in a story. They know that words and pictures carry meaning and recognise their own name. Many identify speech sounds, relate them to letter shapes and recognise familiar words in simple text. Older children identify capital letters, lower case letters and exclamation marks within the text. In writing, children know that marks and shapes on paper carry meaning and make attempts at writing independently for different purposes, such as making a list, writing an order in the café, or writing a postcard. Appropriate attention is given to teaching the children correct letter formation and most children learn to write their own names with the appropriate use of upper and lower case letters. By the time they are five, many children produce written work that communicates meaning through simple words and phrases. The quality of teaching in formal aspects of literacy is good and all activities, including those planned by the teacher, or initiated by the child, are used effectively to develop the children's language and literacy skills.

Mathematics.

65. Attainment and progress for children aged under five in mathematics are above average. The many mathematical activities provided by teachers are challenging and the children are introduced to the world of numbers, shapes and concepts from an early age. Many children have a good understanding of the language of number, properties of shape and comparatives, such as 'more than' and 'less than'. They gain experience of basic activities that underlie the development of mathematical concepts such as volume and capacity, for example, through regular play with sand and water. They extend their learning into real life situations, such as using real money when shopping for toys and having to find the correct amount when paying. Most already know their numbers to ten, have an idea of what they represent and are able to do simple addition and subtraction. Many children count reliably to 20, starting from different points, and are beginning to understand that, however objects are arranged, the number remains constant. The children use number apparatus, games and everyday objects for matching and sorting by size, shape and colour. Overall, the teaching of mathematics is good and careful planning ensures that children of all abilities make good progress.

Knowledge and understanding of the world.

66. In this area of learning and development, the children make good progress and their attainment is above average. Many worthwhile activities are provided for the children to talk about and explore the world in which they live. In the scientific area of learning, children use their senses well when taken on an 'un-nature' walk in the school grounds. They look for and find hidden objects and use vocabulary such as 'camouflage' when, after some time, they see a green crayon in the grass. They talk about the changes that occur to the trees in autumn and winter and collect sets of different leaves that have a similar colour. Children develop their investigative skills by feeling different objects that are hidden under a cloth and use vocabulary, such as rough, hard, smooth and soft, to describe them. They record their observations through drawings and paintings. Children know they live in Salisbury and, through the opportunity to go on a train ride, they make observations about their surroundings while on the journey. They understand directional language, such as forward and turn, for example, when they program a toy to travel forward and change direction. The children enjoy making models with construction toys and learn to join card with staples, treasury tags and split pins. In information technology, the children confidently use the computer to support their learning. They use the mouse with control to drag the appropriate items on screen into the correct position, as when dressing Teddy, and select colours to produce simple pictures using an art program. Overall, the teaching in this area of learning is very good and all children are provided with the necessary practical experiences about the world around them. Teaching and support staff work effectively alongside the children and talk to them and listen to what they have to say. The planning focuses on concepts carefully chosen to link with the content of the Key Stage 1 curriculum.

Physical development.

67. Most children make good progress in their physical development and by the time they are five attain high standards overall. The good provision for this development includes many opportunities to draw, paint, complete puzzles and use small construction toys help the children to improve their manual dexterity. When making models, cutting with scissors, painting or using the computer mouse, children show a high degree of skill. While outdoors, the children move confidently and show that they can ride a tricycle and use the equipment in the adventure trail area to balance on and climb over with appropriate control for their age. Good teaching of physical education motivates the children and ensures that they develop the appropriate skills for gymnastics and dance.

Creative development.

68. In creative development, the children make good progress and by the time they are five, achieve high standards and are working within the Key Stage 1 curriculum. A good balance is kept between activities the children can choose, and work directed by the teacher. Provision for free use of expressive art is well planned and the children enjoy working with a range of media and experimenting with different materials. Many children use pencils with skill to produce very good observational drawings of natural objects such as driftwood. They paint freely, mix colours skilfully and represent what they see in their own individual way. They make prints with leaves and fruit and plaster casts of their hands. Children blow ink through straws and make 'bubble' pictures to create an effective image. An appropriate range of opportunities is provided for the children to develop their early music skills, such as listening games, singing traditional songs together and exploring the percussion instruments. They enjoy using the instruments and show a well-developed awareness of pulse. Through role-play in the home corner, at times transformed into a café, a shop or a railway station, children develop their own imaginative play. Good displays of children's work are seen in all the classrooms.

ENGLISH, MATHEMATICS AND SCIENCE

English

69. National test results for 1999 show that the percentage of pupils attaining the expected Level 2, or above, in reading was well above the national average and attainment in writing was very high. In the reading test, over half of the pupils attained the higher Level 3, almost twice the national average, and in writing, almost a third of pupils achieved the higher Level 3, almost four times the national average. Good levels of spelling and punctuation also contributed effectively to these results. This is also true when the school's results in reading and writing are compared with those of similar schools. Standards have been improving over the last three years. During this time, whilst girls performed better than boys did in reading, the performance of boys and girls in writing was similar.

70. After the 1998 tests, the school carried out a careful analysis of the test results, and in response to this, made changes to its curriculum and teaching. This work has been effective in raising attainment all round, and, during the inspection, little difference was seen in the attainment of girls and boys. Standards in both reading and writing in Year 2 are well above the national average at this early part of the school year. Standards in literacy are good. Pupils with special educational needs attain well for their capabilities and work for higher attaining pupils extends them. In the school's previous inspection report, attainment at the end of the key stage was above the national average. The findings of this inspection, that standards in English are very high by the age of seven, represent a significant improvement.

71. Standards in speaking are well above average. Pupils are confident, clear communicators who enjoy using interesting words and sounds. They are able to use their voices with expression and take part in joint reading sessions in their literacy lessons with evident enthusiasm. They answer questions relevantly and clearly and some higher attaining pupils are able to explain their point of view in some detail. Standards of listening are more variable. Most pupils have very good listening skills, pay appropriate attention to others when they speak, and listen productively to their teachers. However, a small, but significant, number of boys do not always have sufficient self discipline to wait their turn or listen

carefully and consistently to their teacher or other pupils in the class.

72. Attainment in reading is well above average. A high number of pupils are confident readers who are able to read independently and fluently. They have a good sight vocabulary and use a number of strategies to support their reading of unfamiliar words. Most pupils have a good foundation and knowledge of phonics and understand how to use their knowledge to help their reading. They have a good understanding of how books and texts are organised and use simple non-fiction books confidently to help their search for information. They read a good number of books in school but only a few higher attaining pupils read a wide and challenging range of fiction outside school.

73. Standards in writing are well above average in Year 2. Pupils write at a good length for their age and create simple stories modelled on familiar tales. Higher attaining pupils construct sentences accurately with consistent use of basic punctuation and sometimes, accurate use of speech marks. Pupils of all abilities often have a lively enjoyment of their own ideas and, applying knowledge that comes from their literacy lessons, use exclamation marks and words written in capitals for emphasis. Lower attaining pupils are able to communicate meaning through their writing although the level of accuracy is not always consistent. Standards of spelling are generally good. Most pupils are able to spell simple common words accurately and are able to use their knowledge of phonics to create close approximations where they do not feel secure. In their work in literacy lessons, they read simple rhymes and create their own versions. Across the curriculum, pupils write accounts of, for example, the story of Guy Fawkes in their history lessons, and about Jesus' special friends in religious education. They use labels appropriately for drawings of their bodies in science, and write simple letters to thank visitors for their contributions to lessons. In some pieces of work, computers are used to create different effects with fonts and arrangements of words. In Year 2, most pupils are writing clearly using a joined style of writing. Some higher attaining pupils are writing fluently and neatly. Care is taken with presentation and good writing is valued.

74. Progress in English is good. Pupils build well on the good language foundation they receive in the Reception year and, by the end of the key stage, achieve high standards. They make good progress in using their voices to read aloud because this is well taught and emphasised in their literacy lessons. Most pupils make good progress in developing an awareness of others and in responding to each other during class discussions. Pupils experience a widening range of reading through their literacy lessons and are increasingly confident in their ability to use the strategies they have learned when reading new and unfamiliar words. Many lower attaining pupils benefit from the good support they receive in this aspect of their reading. Pupils make good progress in securing basic skills and confidence as writers. Their understanding of how to construct simple accurate sentences is developing well, and they use a growing range of punctuation. Pupils with special educational needs have clearly identified targets and receive effective support to make good progress.

75. Pupils respond well in English. They enjoy their work and are eager to be involved in class discussions and activities. This is particularly evident in sessions where pupils read aloud together. They work well together and are appreciative of each other's contributions. A small number of pupils, mainly boys, need reminders about listening to others without interrupting. Most pupils work well individually or as groups, and persevere with their tasks even when not directly supervised. They have confidence in their teachers and the other adults who work with them in their classes and there are productive relationships in all classes.

76. The quality of teaching in the subject is good. All teaching was satisfactory or better. In more than two-thirds of the lessons, teaching was good or very good, and in a third of all lessons, teaching was very good or excellent. Teachers have a good understanding of what pupils need to learn in English and they are secure in their teaching of the National Literacy Strategy. A particular strength of the teaching is the clarity and care with which teachers explain to pupils what they are going to try to achieve in the lesson. In the best teaching, these objectives are also discussed at the end of the lesson and pupils are encouraged to think about and evaluate what they have learned. Questions are used effectively to establish a foundation on which to build the lesson and to develop and evaluate pupils' understanding.

However, some teachers are not always consistent in their expectations, for example, of how they allow pupils to answer questions, and as a result, where this occurs, pupils make more limited progress. Most teachers have high expectations of pupils' attainment, and plan interesting activities, which are challenging and effectively build on what pupils already know. Teachers are responsive to pupils' needs and give encouragement in both oral and written activities. Planning for the subject is appropriately detailed and group activities in the literacy lessons provide a good level of challenge for pupils of all abilities. The school has a good range of resources for the teaching of literacy. These are used well in lessons to stimulate interest and provide variety. Teachers keep detailed records of pupils' progress in reading and spelling and have a good overview of pupils' progress in writing. Classroom support assistants are involved in recording pupils' progress during lessons. The school's system of setting termly targets is used well to provide a clear focus for pupils' development in English.

77. There is a sound English policy in place, which has been reviewed and updated recently. Together with the framework for the National Literacy Strategy, it forms a useful scheme of work, which outlines stages for the development of learning in English. Assessment and recording procedures in the subject are generally good, particularly in reading and spelling. However, evaluation and recording of pupils' development in writing, and speaking and listening, are not sufficiently detailed. Information from assessment is used well to provide clear targets for teachers' planning and further development of the subject. The co-ordinator has good knowledge of the subject and good understanding of its organisation and priorities. She has monitored lessons, sampled work from all classes and interviewed pupils. The results of this work have been reported to staff and discussed at staff meetings. The continued development of the teaching of literacy is given a high priority in the school development plan.

78. Resources in the subjects are good with recent purchases of high quality books for literacy lessons. The library has a good selection of both fiction and non-fiction books and is well used by all classes. Older pupils have a good understanding of how the books are organised and how to use the system to find information. This represents an improvement since the last inspection when the organisation and use of the library were identified as areas for improvement. Good use is made of, sometimes limited, accommodation in the school to provide a bright and stimulating environment for pupils' work. Literacy is well developed throughout the curriculum. Pupils write accounts of their work in history and religious education; they write captions for their work in art and science and instructions for making and constructing in their work in design and technology. Literacy is taught daily and the school's provision for literacy is good; time is used well. The subject meets the requirements of the National Curriculum.

Mathematics

79. Test results from 1999 for the end of Key Stage 1 show that the percentage of seven year old pupils attaining the expected Level 2 was high when compared with the national average, as was the percentage of pupils attaining the higher Level 3. Pupils' attainment was also very high when compared with similar schools. The system of work scrutiny used by the school to assess pupils' levels of attainment is very effective, and teachers' assessments of how well pupils were doing were very close to the scores pupils actually achieved in the tests. The previous inspection judged attainment to be *"average overall with a significant number of pupils achieving higher levels"*. The school has improved on this to produce high levels of attainment. Compared with schools nationally, pupils are well ahead of the expected level for pupils of seven years old.

80. Standards in Year 2 are high when compared to the level expected for pupils of this age. Standards in numeracy are above average throughout the school. The school is following the national guidelines for numeracy and teachers are developing pupils' oral and mental mathematics well. Effective oral work was seen in Year 2, where pupils had to explain the different ways they used to work out the answer to a calculation. Pupils are confident in using numbers and calculate accurately in their work. Most know their tables and number bonds, and use their quick recall of these to help them in their day-to-day mathematics. They have a good knowledge of shape and measure, and they experience handling a range of data. This is used well in other subjects such as design and technology. Whilst the setting

out of their work is generally tidy, few pupils consistently use their rulers to draw lines and this spoils the overall quality of presentation.

81. Pupils make very good progress through Key Stage 1. This is particularly so in the Year 2 class, which contains average and above average achieving pupils based on their previous attainment. In this class, lessons have a good pace and pupils complete a lot of work in the time available. In all classes there is a good focus on mental calculation. A good example of this was observed in a Year 1 class, where pupils had to add together four numbers and explain how they did this by identifying number bonds for ten as a quick way of working out. Pupils with special educational needs, and the higher attaining pupils that have been identified, make good progress throughout the school, especially when they are supported by an adult.

82. Pupils' attitudes to mathematics are good. They apply themselves to the tasks and co-operate well, although, in some classes, there are a few pupils, who call out answers in the whole-class sessions, which interrupts the flow of the lesson. In these instances, teachers are not consistent about how they accept answers from pupils. Pupils are keenest where teachers use a range of approaches to interest them and the work extends their thinking. Very effective work is seen where pupils work in pairs or small groups and share ideas.

83. The quality of teaching throughout the key stage is good, although the best teaching is seen with the oldest, higher attaining pupils in school. Teachers use a wide range of approaches to keep pupils' interest and make the lessons exciting for them. The oral mental work is particularly well taught and pupils are developing many strategies for working things out quickly, for example, using multiples of ten. Where teachers insist on pupils giving the answers as a sentence, this is very effective in reinforcing the facts for all pupils in the class. All teachers use accurate vocabulary and pupils are familiar, for example, with terms such as 'analogue' and 'digital' when referring to time. The most effective questioning by teachers, seen in a number of classes, is carefully directed at different pupils at their level, to check on their understanding. It does not just respond to those pupils with their hands up.

84. The teachers are working hard and effectively to introduce the new National Numeracy Strategy throughout the school. Teachers' planning, which follows the National Numeracy Strategy, is good and is generally well matched to pupils' levels of attainment. This is particularly well done for the higher attaining pupils and makes sure that they are always sufficiently extended. The learning objectives for the lesson are shared with the pupils before work begins, and revisited during the summing up in the plenary session at the end of the lesson. This checks on pupils' understanding and their gains in knowledge, and, in the best lessons, involves the pupils in identifying and discussing what they have found difficult. Where pupils are involved in assessing their own learning, this is a very powerful strategy for improvement. Teachers' marking is good and informative, and their expectations of pupils' work are high. Good links are made between work done in school and the high quality homework tasks that are given each week.

85. The subject co-ordinator has a good personal knowledge of mathematics and the National Numeracy Strategy. All teachers have received training in teaching the daily mathematics lesson and further training is planned for next term. There has been a little monitoring of standards by the co-ordinator, and the school development plan includes time next term for classroom monitoring to take place. This is particularly important with the number of mixed age classes in the school to ensure progression in pupils' work. The school has invested a significant amount of money in mathematics to develop the National Numeracy Strategy, and resources are generally good. The teaching of the subject meets the requirements of the National Curriculum.

Science.

86. Teachers' assessments for 1999 shows that standards in science at Level 2, and above, were well above the national average and very high in comparison with the national average for those pupils attaining the higher Level 3. These results show that the number of pupils achieving at Level 3 has risen considerably. The findings of the inspection are that most pupils attain well above standards at the

end of the key stage. This represents an improvement when compared with the findings of school's previous inspection.

87. By the age of seven, pupils' knowledge of the functions of plants is very well developed. They name and identify the position of major parts of plants and make careful observations and measurements of plants growing. They know that plants need water, light and air and recognise what happens to the plant without enough of one of these requirements. Pupils learn that water is transported through the stem to other parts of the plant by careful observation of what occurs when a celery stem is put into coloured ink. The higher attaining pupils are able to draw a food chain relating to a specific habitat, such as a pond or the seashore, correctly. In learning about humans, pupils recognise similarities and differences between themselves and others. Their observations are detailed and they make measurements to the nearest centimetre when investigating who has the largest hand span or the smallest head. Pupils know that eating the right food and taking exercise will help to keep them healthy. They group foods into broad categories, such as meat, fruit and vegetables. Pupils have a good knowledge of how to carry out an investigation, make accurate predictions and begin to recognise the need for fair tests. For example, they investigate different materials to find which are waterproof and recognise that, to make the test fair, the same amount of water should be used to pour onto the materials. There was no evidence of the pupils' work on physical processes but planning shows that this area is covered in detail in the spring and summer term. By the end of Key Stage 1, the pupils' investigative skills are well established. They make observations related to the tasks and record their findings through drawing, writing and in tabular form. Many pupils use a range of measurements to record their observations.

88. Pupils' progress is good. From the start, pupils are introduced to good practice in investigating and exploring. They continue to develop their skills of prediction. As they move through the school, they refine their ability to undertake practical scientific investigations and to make careful observations. Their knowledge and understanding of scientific ideas and their use of scientific language develop well. Pupils in Year 1 sort materials using their own criteria, such as plastic, wood and metal, and find out which materials are magnetic. They use their senses to explore different materials, recognise their properties and use terms such as transparent, opaque and translucent. All pupils are clear about the tasks set for them and learn to use correct scientific terms. Their recording skills improve and they make good use of drawings, tables and bar charts to present results. The good quality tasks prepared by teachers, ensure that the higher attaining pupils throughout the school make good progress. Pupils with special educational needs receive good support and make good progress in their knowledge and understanding.

89. Throughout the school, the pupils' attitudes to learning in science are good. They listen attentively to teachers' explanations and instructions and are keen to answer questions. They show a genuine scientific interest and curiosity. All pupils enjoy practical science and approach activities with enthusiasm. The vast majority of pupils concentrate well and act responsibly when carrying out their work. Pupils, from an early age, work well together within groups and share resources sensibly. Their behaviour is good, whether working independently or in small groups. The good attitudes shown by the pupils make a positive contribution to their high attainment.

90. The quality of teaching is good. Teachers' knowledge and understanding of the subject are good and they teach it confidently. Planning is clear and lessons have a well-organised structure with activities that meet the needs of all pupils. Questions are used effectively to prompt and guide the pupils' thinking and the good use of scientific vocabulary enables pupils to think scientifically. Teachers have high expectations of the pupils' attainment and most lessons are suitably challenging for all pupils. Most teachers create a good balance between discussion, demonstration and practical work. There are good cross-curricular links with other subjects, such as art. For example, pupils in a Year 1 class were given objects, such as a shell and a pine cone, in a box to feel and were then asked to re-create it in clay. In Year 2, pupils were asked to create a biologically correct flowering plant with different materials. In general, the good use of time and resources effectively promotes all pupils' learning. Classroom management is good and, generally, a good standard of discipline prevails. However, in some classes, the response to pupils' behaviour is not always consistent and, consequently, teaching time is lost. All

support staff are well briefed and play a major role in supporting pupils and raising standards. Work is well marked and teachers often write developmental comments which praise or help pupils to improve.

91.Science is well managed and led by the co-ordinator. The curriculum is broad and balanced and meets statutory requirements. A good policy is in place and the scheme used by the school is detailed and ensures the progressive development of pupils' knowledge, skills and understanding. These documents include a policy for 'circle' time for science, which provides suggestions for a quick science topic. The procedures for assessment are generally satisfactory. Teachers discuss the pupils' work with them and keep on-going records of their progress. However, there is no formal means of ensuring agreement on standards in the school or for the consistency of judgements. There is a satisfactory range of apparatus, materials and reference books to support the teaching of all aspects of science. The school makes very good use of its grounds and the pond area for environmental science. The science curriculum is enriched by visits within the local area and to places further afield, such as a museum in Salisbury, a farm and a private beach at Semley.

OTHER SUBJECTS OR COURSES

Information technology

92.Standards in information technology exceed national expectations for pupils at the end of Key Stage 1. This judgement is an improvement on the findings of the school's previous inspection, and is based on the observations of pupils working with computers, discussions with pupils and on a scrutiny of work and displays around the school. No whole-class teaching of information technology was observed during the inspection. Pupils in Year 2 work with computers to communicate ideas in text and pictures. They use the keyboard well to write their names, stories and letters and know how to enter, amend, save and retrieve their work. Pupils show an understanding of how to change the style, colour and size of font headings. They are familiar with using e-mail to send and read messages. Pupils make good use of information technology to support their topic work and research work from the Internet for subjects such as history and science. They use and control the mouse to move the cursor, call up data and extract and record the information as notes for reporting back to the class. When using an art program, pupils take a black line for a 'walk' around the screen and use the 'flood fill' tool to make colours within the shapes created. They design covers for their topic books and show an ability to create a picture and move sections of work. They successfully learn how to control a programmable toy and predict the results of a set of instructions. Pupils enter data into a graphing program and make a block graph of different farm animals. With support, they use a digital camera to take pictures of one another and combine text to create a fact sheet about themselves.

93.Pupils make good progress in information technology. On entry to the school, many pupils have had access to computers, hence they use the computers confidently with little assistance and have a growing understanding of the uses and value of information technology. From an early age, they create pictures on screen, by controlling the mouse to select different colours. They know how to drag the appropriate pictures on screen into the correct position, as when dressing Teddy or moving furniture around the rooms of a house. They display an understanding of the computer functions, which are reinforced with practice, and apply their knowledge and skills to a range of tasks. Pupils use the correct terminology to describe the computer tools, such as mouse, cursor and keyboard. The programs used develop skills in control and word processing and reinforce basic concepts in other areas of the curriculum such as history, science and art. Pupils with special educational needs use computers well to support their learning and make good progress.

94.The pupils enjoy using the computers and can describe what they do clearly and confidently. They listen attentively to instructions and are eager to become involved. They work well together and offer each other support. Pupils have the confidence to learn by making mistakes and soon acquire the knowledge of how to correct them.

95.The quality of teaching is good. Although no specific information technology lessons were observed,

teachers effectively plan for the subject to support other areas of the curriculum. Pupils are introduced to the concepts and skills in a systematic way and are given regular opportunities to practice and reinforce what they have learned. Teachers have sufficient understanding of the subject to provide sound support and encouragement to the pupils. In Year 2, pupils benefit from the additional valuable support provided by an educational support assistant. Good use is made of the computer equipment and teaching in general takes into account the wide experience of the pupils. Pupils are given regular opportunities to use the equipment in the classrooms and appropriate explanations support their learning. Management skills and relationships are good. Pupils are given opportunities to become familiar with an appropriate range of information technology equipment, such as programmable toys, CD-ROMs and a digital camera. During the past few years, in-service training for teachers and support staff has developed their confidence, skills and knowledge in response to the requirements of the National Curriculum and the Qualifications and Curriculum Authority guidelines.

96.The recently appointed co-ordinator manages the subject well and has set clear targets for future development. Assessment is mostly carried out informally by teachers in the course of their teaching. Information technology is becoming an increasingly important aspect of the curriculum and the setting of targets or expectations for year groups and some higher attaining individuals have yet to be featured in planning. The school has recently adopted the nationally recommended guidelines for information technology, but they are not fully implemented and evaluated. Resources are good; pupils have access to two computers in each classroom and in another area of the school. The subject makes good contribution to the pupils' cultural development through the research they undertake into a range of subjects, and to their social development when working with other pupils.

Religious education.

97.During the week of the inspection, there were limited opportunities to see religious education lessons due to the timetabling arrangements. Judgements are made on the basis of the lessons seen, scrutiny of pupils' work and documentation for the subject and discussions with pupils, teachers and the co-ordinator.

98.Pupils' attainment in Year 2 is in line with the expectations of the locally Agreed Syllabus. The school's previous inspection report indicated similar standards. Pupils have a sound understanding and appreciation of some of the traditions and beliefs important to children in a Christian family. They know about celebrations, such as Christmas and Harvest, and how these are represented in the Christian tradition. They know that Jesus is a special person and that the church is a special place for Christians. Pupils have visited Salisbury Cathedral and local churches and have an awareness of the main features in a church and why these are important. In their lessons, they are given appropriate opportunities to think quietly about what they have learnt and to develop their own responses. Well-planned collective worship enables pupils to appreciate the feelings of responding as a community to religious thoughts and ideas.

99.Pupils make generally satisfactory progress in religious education. Many enter the key stage with variable, and sometimes limited, experience of religious traditions and practices. These pupils make good progress. All pupils develop a respect for the traditions and beliefs of others. As they increase their knowledge of some simple stories in the Bible, they begin to understand how these stories have significance in their own lives. This was seen in the work that pupils had done on the story of Jesus' friend Zacchaeus. Pupils retold the story and thought about how friends and family were important to them. There are many opportunities for pupils to appreciate and experience the value of reflection, quiet thought and prayer. Pupils with special educational needs are involved in all class activities and discussions and, with support and good encouragement, make satisfactory progress.

100.Pupils are interested and enjoy being involved in activities and experiences. They take part willingly in class discussions and listen carefully to stories and each other's responses. They enjoy the opportunities to take a more prominent role in collective worship and conduct themselves well on these occasions. There are good relationships in all classes and, in a supportive atmosphere, pupils are able

to explore their responses and new thoughts and ideas.

101.The quality of teaching is satisfactory overall, although some good teaching was seen during the week of the inspection. A very good quality scheme of work has been recently introduced but it is only partially implemented. This means that teachers do not have a full overview of the curriculum. Teachers' skills are developing as the scheme of work is being implemented. All teachers have at least a sound understanding of the subject and appropriate approaches for pupils' stage of development. Teachers question pupils effectively to ensure that they understand the mainly Christian focus of the lessons. Where teachers feel more confident in their approach, opportunities to develop pupils' spiritual responses are more effective. Interesting ideas and activities and the good use of artefacts provide a good stimulus for discussions and learning and create a special atmosphere for quiet thinking. Pupils are given encouragement in all lessons. However where some teachers are not consistent in managing discussions, pupils do not listen as well and some pupils' enthusiasm and eagerness to respond prevent others from fully developing their responses, and slows down the pace of the lesson.

102.There is a sound policy for the subject and the co-ordinator has a good understanding of her role. The locally Agreed Syllabus has only recently been adopted and is still being implemented. It provides very well for pupils at this stage of development. The school has been effectively involved in using and evaluating the new scheme. The experience has provided good professional development, which has been appreciated by all teachers and has created a good foundation for the subject on which the school can build. Well-planned sessions of collective worship are effectively linked to classroom lessons. Assessment in the subject is appropriate and follows the school's agreed system of sampling and assessing. The process of assessment in the new scheme of work has not yet begun but has been included in the school annual cycle. Resources for the subject are satisfactory and are being developed alongside the new scheme.

Art

103.During the course of the inspection, there were limited opportunities to observe the teaching of art. However, evidence gained from the lessons seen, and a scrutiny of pupils' work and displays around the school, indicates that standards are above average for pupils of this age. This represents an improvement when compared with the findings of the school's previous inspection. The pupils work imaginatively with a variety of two and three-dimensional media to create pictures and artefacts. Their observational skills develop well and they use pencils skilfully to represent various objects, and features of the man made and natural world. They have a good understanding of the range and use of colour and are confident at mixing and blending colours to produce different tones and textures. In Year 2, their paintings in the style of Vincent Van Gogh are particularly impressive and show a growing knowledge and understanding of the use of colour, tone and texture to create an effective image. They use clay to make impressed patterns and 'slab' houses, and apply texture skilfully to the clay surface. Their skills at printmaking develop from using natural objects, to making their own block to print repeating patterns. Pupils make good use of information technology in art, for example, making attractive covers for their topic books. All pupils use their sketchbooks effectively to record observations and develop their ideas.

104.All pupils, including those with special educational needs, make good progress in art. They build on their skills and knowledge effectively and learn to use an increasing range of materials and tools. They acquire a broad range of techniques and use different media with confidence. They also develop a sound knowledge of famous artists from Western culture. There is less evidence, however, of their appreciation of other world cultures in their art work.

105.Pupils enjoy art and show very positive attitudes towards it. They are keen and work with concentration. They settle quickly to the activities, show great interest and work well both on their own or with others in small groups. Their response is always purposeful and they talk with pleasure about their work.

106.The quality of teaching is good. Lessons are well planned and organised. Teachers demonstrate good knowledge and practical expertise and this has a positive effect on the pupils' enjoyment in art. Art is taught as a separate subject and the careful teaching of appropriate techniques and skills makes an effective contribution to the pupils' progress. Teachers' expectations are high and the activities are carefully designed to motivate the pupils and engage their interest. Discussions are well led and regular guidance is given to extend the pupils' knowledge and understanding of the subject. The management of pupils and the use of time and resources are good. Pupils' work is valued and well displayed around the school.

107.The co-ordinator for art is knowledgeable and provides good leadership for the subject through supporting her colleagues and taking a keen interest in all the art activities throughout the school. The policy is good, but although the scheme of work provides a framework for teachers' planning, it does not show the development of skills in sufficient detail. The co-ordinator is in the process of addressing this need. Learning resources are of good quality: there is a good range of media and a collection of pictures to support the subject. Educational support assistants and volunteer helpers bring their expertise to support both teachers and pupils. The school environment is enriched by good quality displays of pupils' artwork. Art effectively complements other subjects, such as design and technology, religious education, science, information technology and history and makes an successful contribution to the pupils' spiritual, moral, social and cultural development.

Design and technology

108.No teaching of design and technology was observed during the inspection. However, evidence was taken from photographs of previously completed work, discussions with pupils and staff, teachers' planning and a range of displays around the school. The previous inspection found that pupils' attainment was in line with national expectations and that some pupils achieved above this standard. The evidence gathered during the inspection indicates that this level has been maintained and that all pupils, including those with special educational needs, make satisfactory progress and attain standards in line with those expected for pupils of this age.

109.Pupils design and plan for a range of purposes and modify them in the light of experience. Some good design was seen in Year 1. Here, pupils planned the ingredients of a sandwich they were to make. They were able to explain their designs and show what sort of filling they would use. Carefully recorded planning and written evaluations done afterwards gave pupils an idea of how market research can be carried out.

110.It is not possible to judge the quality of teaching. However, all teachers include design and technology in their planning and links are made with other subjects such as art and mathematics. In mathematics, for example, pupils in a Year 1 class used data handling skills to record and make a graph of the bread they preferred from the range of bread available in preparation for making their sandwiches.

111.The co-ordinator has produced a clear subject policy and long-term plan for the whole school that ensure all pupils have the opportunity to develop their skills and understanding of design and technology. The school is also usefully incorporating guidelines produced by the Qualifications and Curriculum Authority as part of its work. Pupils' work and the quality of teaching are both monitored and carefully detailed records are kept. However, assessment of the skills pupils are developing is at an early stage.

Geography

112.There were limited opportunities to observe the teaching of geography during the week of the inspection. Judgements are based on the one lesson seen, scrutiny of pupils' work and documentation for the subject and discussions with pupils and teachers. Indications are that pupils have appropriate skills, knowledge and understanding for their ages. The school's previous inspection report indicated similar standards. Pupils are able to describe seasonal changes in their environment and use simple terms for describing direction and the main points of the compass. They make simple plans of their classrooms and talk about features of the playground that they like and dislike. They are able to plot their route to a local supermarket using a simple plan. Following a visit to a farm, pupils identify and record, on an enlarged map of the area, how land is used. They make simple comparisons between their own locality in Salisbury and the contrasting localities of Hall Farm and Saint Lucia. All pupils, including those with special educational needs, make satisfactory progress. Pupils begin to learn map skills when they draw everyday objects from a bird's viewpoint and study aerial photographs to help them develop an understanding of how maps represent reality. They make sound progress in understanding how their own lives are linked to others, for example, when they plot the places where their fruit comes from on a map of the world.

113.Pupils enjoy their studies in geography. They are interested in other peoples' lives and the practical experiences which enable them to understand more about the world around them. They enjoy their visits to other localities and respond well to opportunities to record and talk about their visits.

114.Indications are that the quality of teaching is satisfactory. Teachers' knowledge and planning are appropriate. The subject is taught as part of a rolling topic programme with history, science and sometimes, other subjects, which ensures that mixed age classes receive their full curricular entitlement. There are effective planning arrangements to ensure that older pupils receive appropriately challenging

work. Geography occurs on an intermittent basis within the topic cycle. This sometimes makes it difficult to maintain a clear link with pupils' past learning in order to ensure good progress. Good use is made of the Qualifications and Curriculum Authority's subject guidance as a scheme of work. There are productive links with other subject areas such as science and history and the curriculum is additionally enhanced through visits of Wiltshire Wildlife and through the school's Nature Club.

115. The brief policy for the subject provides an appropriate outline but does not give sufficient detail about the school's individual approach to the subject. The school is awaiting further guidance with the publication of the National Curriculum review in the year 2000. The co-ordinator has a sound understanding of her role and has clear plans for the development of the subject. She has monitored teaching and held discussions with groups of pupils as part of the school's rolling programme of monitoring. Arrangements for the assessment of the subject follow the school's sampling and assessment cycle and curricular provision is broad and balanced. However, the criteria for assessment are not sufficiently detailed to support consistently good progress across the years. Resources for the subject are good. There is a good range of books and globes, and suitable maps and atlases. The school has recently purchased a useful range of equipment to support pupils' learning about weather and its measurement.

History

116. During the week of the inspection, three lessons were seen and classes were observed in both Year 1 and 2. The evidence indicates that pupils have skills, knowledge and understanding which are appropriate for their ages. In the school's previous inspection, report similar standards were indicated. Pupils are able to identify some of the qualities that make old objects different from new, for example, in studies of their own toys and toys from the past. They are able to put pictures into order by age, and make simple observations about the reasons for their decisions. They learn a range of simple facts about the lives of important people, such as Guy Fawkes, and record how he is remembered today.

117. Pupils make satisfactory progress in history. They extend their range of vocabulary to talk about time and the way time is divided into periods. Through well-planned activities, they develop their ability to make increasingly relevant observations about how people lived in the past, and begin to compare them with aspects of their own lives. This was seen in a Year 2 class's discussion about shopping and the changes that have taken place since their grandparents were young. As a result of the school's good use of the local area, pupils are becoming increasingly aware of their rich heritage from the past. Pupils with special educational needs are included in all opportunities offered by the school and, with the good support they receive, make satisfactory progress.

118. Pupils are interested in history and respond well in lessons. They enjoy opportunities to handle and make observations about objects from the past. They answer questions and offer observations willingly in class. They are able to share resources and handle different artefacts with care and respect.

119. The quality of teaching is generally satisfactory with evidence of good teaching in some classes. Where teaching is good, teachers make productive links with other areas of the curriculum to reinforce and extend pupils' knowledge and understanding. There are clearly defined learning objectives that focus on developing pupils' historical skills and understanding. Where satisfactory teaching has weaknesses, the historical element is sometimes not sufficiently clear and the pace of the lesson is slower. Teachers plan carefully in their year groups to ensure that pupils build on their previous knowledge. However, the good development of pupils' skills across the year groups is difficult to maintain as the subject is taught as part of a topic area. This means that history occurs intermittently as part of a teaching cycle. The school makes good use of the local community and visitors to the school. Parents and grandparents visit the school to talk about how aspects of their lives have changed and help to enhance the school's resources with contributions of their own. Pupils visit the local museum and historic buildings such as Wren Hall and Salisbury Cathedral. Assessment in the subject follows the school's programme of sampling and assessing pupils' work. Although the criteria for assessment are linked to the National Curriculum these are not sufficiently detailed to promote pupils' good progress.

120. There is a sound policy in place. The school makes good use of the units of work contained in the Qualifications and Curriculum Authority guidelines as a scheme of work and is sensibly awaiting further guidance from the National Curriculum review before developing this further. The co-ordinator for the subject has a good understanding of her role and has undertaken monitoring of teaching and interviews with groups of pupils. She has recently undertaken training in her role and has shared new knowledge and developments with the rest of the staff. Resources provided by the school for the subject are satisfactory. There is a good range of books and a satisfactory range of artefacts. These are supplemented by borrowing from the County Library Service, the contributions of the local community, and the staff's own resources.

Music

121. The school provides pupils with a good range of musical experiences and pupils reach standards that are average for their age. They sing songs and hymns expressively, with accurate pitch and rhythm. Generally, pupils maintain the tone quality but, at times, they can become over enthusiastic. They listen carefully to pieces of music played when they enter the hall for assemblies and develop an awareness and knowledge of different styles of music and composers. They listen attentively to short extracts of music and discuss it in terms of fast and slow and loud and quiet. In Year 2, pupils are beginning to recognise the instrumental sections of the orchestra as well as some individual instruments. Pupils discuss the sounds made by the instruments and describe how these sounds are made. They recognise when notes move from high to low or low to high when the glockenspiel is played. Pupils in Year 2 represent sounds graphically and many are familiar with musical notation and vocabulary from learning to play the recorder.

122. Overall, the pupils overall progress is good, including those pupils who have special educational needs. They are introduced to the language of music from an early age and continue to expand and refine this as they move through the school. Their listening skills develop well and they learn to appreciate the many forms that music takes and the moods and feelings that it conveys. Singing skills are systematically developed. Their ability to compose music increases and by Year 2, they play the recorder competently and use standard music notation.

123. Pupils respond well to their work in music and show obvious enjoyment in many of the activities, especially when using instruments or singing songs with accompanying actions. They participate with pleasure in their singing and music making. They concentrate well and show confidence both in performing and in sharing their ideas with others. Behaviour is good and they work hard to try to improve their performance by putting the advice given into practice.

124. Overall, the quality of teaching is good. Lessons are well planned and prepared with a good range of musical activities that are suitably challenging. Good use is made of time and lessons are conducted at a brisk pace. Teachers' subject knowledge is generally secure and they use questions appropriately to encourage pupils to think about their own performance. Strong features of a very good lesson included a high level of knowledge and understanding of the subject by the teacher, as well as her own performance skills. This was shown by effective use of voice and by playing the flute to demonstrate register.

125. The subject is very well led and promoted by the co-ordinator. She has shared her expertise and has effectively worked alongside members of staff to improve their confidence. There is a clear policy and appropriate use is made of a published music scheme to support the pupils' progression in learning music. The curriculum is enriched by opportunities to take part in public performances at Christmas and in the summer term and to enjoy performances from visiting musicians. There is also a school choir that is open to all pupils who show an interest. All Year 2 pupils have the opportunity to receive weekly recorder lessons from a music specialist, funded by their parents. Resources are adequate and include an appropriate range of multi-cultural instruments. A variety of recorded music is used well when the pupils enter the hall for assembly.

Physical education

126.No dance or games lessons were observed during the inspection. Standards in gymnastics are above average which is an improvement on the previous inspection, where standards were judged to be satisfactory. The pupils are making good progress in their gymnastic skills. They are refining their ability to balance on different body parts and to move smoothly from this into a curled position and back again. They are able to change both level and direction as they change shape. The pupils transfer these movements from floor to apparatus, linking them with various ways of travelling. Many of the pupils are learning to adopt correct starting and finishing positions for their gymnastic movements. Younger pupils are progressing well in travelling in a number of ways, including jumping, leaping and hopping. Pupils with special educational needs are making equally good progress in developing body control, movement and an awareness of space.

127.The pupils change sensibly into appropriate kit and enter and leave the hall in a quiet, orderly manner. Pupils' behaviour in lessons is good, and often very good, with quick responses to instructions. They listen attentively, settle down to activities quickly and work well independently. They clearly enjoy gymnastics. Pupils watch the performance of others respectfully and appreciate their efforts. They help to put apparatus away at the end of the morning.

128.The quality of teaching is satisfactory. The teachers dress appropriately and give due attention to the safety aspects of the subject. They emphasise the importance of listening and looking skills and the teaching of specific gymnastic skills, such as the correct method of landing, and control of body movement. The teachers structure their lessons well, with effective warm up sessions and the chance to cool down at the end. Opportunities are provided for the pupils to evaluate the performance of others, in order to improve learning. However, the amount of time used for evaluation is not always carefully judged, and, where it is over long, pupils often cool down too much while they watch others. Teachers involve learning support assistants well.

129.The co-ordinator has not had responsibility for the subject for long. A policy and scheme of work are in place although teachers generally plan their own sequence of work. The school has a very good range of high quality physical education apparatus and equipment. Further in-service training is planned for the spring term in using the recently acquired 'Top Sport' equipment. The hall is adequate in size for the numbers of pupils and the playground is suitably large for outdoor activities. The subject makes a good contribution to the pupils' moral and social development.

136. **PART C: INSPECTION DATA**

137. **SUMMARY OF INSPECTION EVIDENCE**

The inspection was carried out by a team of 4 inspectors who spent a total of 12 inspector days in the school. Forty-two lessons or parts of lessons were observed as were a number of registration periods, assemblies, playtimes, lunchtimes and extracurricular activities. Time spent observing teaching, scrutinising the work of pupils and checking their attainment by working with them during the inspection - 26 hours 36 minutes. Five hours 11 minutes at Pre Key Stage 1, and 21 hours 25 minutes at Key Stage 1. In addition, a further 17 hours 30 minutes were spent on the inspection activities listed below:

- discussions were held with all teaching staff and some non-teaching staff;
- many pupils were heard to read and were questioned about their mathematical knowledge and understanding;
- three samples of pupils' work across the full range of ability in all year groups were inspected in addition to work examined during lessons;
- all available school documentation was analysed;
- attendance records, pupils' records kept by the school and teachers' planning documents were examined;
- the budget figures were inspected;
- discussions were held with pupils, parents and governors;
 - a parents' meeting was held and the views of the 21 parents at this meeting and those of the 74 families who responded to a questionnaire were taken into account.

• **DATA AND INDICATORS**

• 138. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y2	210	0	40	10

• Teachers and classes

• 139. Qualified teachers (YR – Y2)

Total number of qualified teachers (full-time equivalent):	9
Number of pupils per qualified teacher:	21.5

•	140.	Education support staff (YR – Y2)	
		Total number of education support staff:	6
		Total aggregate hours worked each week:	89
		Average class size:	24

•	141.	Financial data	
		Financial year: 1997/98	1999
			£
		Total Income	294,700
		Total Expenditure	304,978
		Expenditure per pupil	1,509
		Balance brought forward from previous year	22,072
		Balance carried forward to next year	11,794

Number of questionnaires sent out: 189
Number of questionnaires returned: 74

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	49	47	4		
I would find it easy to approach the school with questions or problems to do with my child(ren)	50	46	3	1	
The school handles complaints from parents well	15	50	34	1	
The school gives me a clear understanding of what is taught	19	46	29	6	
The school keeps me well informed about my child(ren)'s progress	30	55	7	7	1
The school enables my child(ren) to achieve a good standard of work	33	57	7	3	
The school encourages children to get involved in more than just their daily lessons	17	54	26	3	
I am satisfied with the work that my child(ren) is/are expected to do at home	27	64	4	3	2
The school's values and attitudes have a positive effect on my child(ren)	36	57	7		
The school achieves high standards of good behaviour	37	54	9		
My child(ren) like(s) school	49	44	4	3	

Other issues raised by parents

- Parents welcomed the introduction of 'class representatives' from amongst parents as an additional form of liaison.
- New parents would like additional information about the school's methods of teaching.
- Parents felt that there was little formal communication between the school and the play groups and nurseries, although there were good social links.